

Identification of the reasons behind the rise and decline of the teacher education system in the historical context: A case study of Hormozgān province

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Teacher training is one of the most important and influential areas in the educational and cultural system of any country. One of the factors that can help the development of the teacher training system is to conduct appropriate studies on the reasons behind the rise and decline of this system in the historical context. The purpose of this study was to investigate this phenomenon. The research was conducted by qualitative content analysis method and the inductive coding system. The research population included the teacher training managers of Hormozgān province since ۱۳۴۳. Sampling was performed using the purposive sampling method by observing the principle of saturation and maximum diversity. It was saturated with ۱۰ people. Data was collected through deep interview and it was validated using audit path and scorers' agreement coefficient. Data analysis showed that in response to the first question about the reasons behind the rise of the teacher education system, eleven categories of pragmatism in the field of teacher education, i.e., responsibility, motivation, being a model of the complex of teacher training factors, healthy human relations, quality, efficient and effective monitoring system, Justice-orientedness, unity, and a comprehensive view and the interactive management in the teacher training complex were enumerated. The three components of quality of the complex of teacher training, pragmatism in the field of teacher training and the planned nature of the teacher training complex were the most prominent among them, and the other categories were of the next degrees of importance. In response to the second question, six key categories including the lack of specialization in the teacher training, financial weakness, inattention, attitudinal weakness, lack of quality and centralization in the teacher training complex were identified as the reasons behind the decline of the teacher training system. Among these, the components of the non-specialization in teacher training and inattention to the teacher training complex were of the most prominence and the other components were of the next priorities.

Keywords: Qualitative Content Analysis Method, Teacher Training, the Rise of the Teacher Training System, the Decline of the Teacher Training System

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Introduction

Teacher training is one of the most important and influential areas in the higher education system of any country. It plays a vital role in reforming and strengthening the foundations of countries' development. In some countries, new policies have been designed to train teachers, which has led to a change in its status from poverty and under-developing one to a developing country.

While insufficient attention has been paid to research in teacher education in Iran, teacher education traditions, like the other areas of social life are challenged in the dichotomy between tradition and modernity. The history of Iranian teacher education has sometimes tended to import and follow purely the traditions of foreign teacher education and sometimes it has led to an understanding of tradition and the use of traditional schools to train teachers (Khanifar, ۲۰۱۹). However, what is important here is the analysis and evaluation of the components affecting teacher education and recognizing the strengths and weaknesses of this field with emphasis on its historical roots.

In the recent decades, the teacher education system has become a particular priority. Almost all experts emphasize the role and importance of this system and consider its reform and transformation as a mission. Regarding the history of teacher education in Iran, it should be said that in the general definition; It is as old as the history of schools, schools, and education.

From the first days of human scientific education, one of the concerns of the sympathizers of this society has been to train people to continue education in society. Still, the importance of training qualified teachers in the last hundred years can be seen from the content of documents and administrative texts. The Constitution of Education was approved in November ۱۲۹۰. While declaring primary education compulsory, it defined the academy and school from a legal point of view, and specified the age of entering the school and the types of schools, and addressed many ambiguities, including the conditions for establishing the non-governmental schools, the conditions of the founders and principals of such schools, school inspectors and the quality of their work, the content of textbooks, etc.

Hakim al-Mulk, who was the minister of education in the cabinet of Mostowfi al-Mamālek and Ala al-Saltanah, made great efforts to establish the normal school. Due to his insistence on ۱۲۹۵, the ministers agreed to the plan of forming the normal school and allocated twelve thousand tomans to this work. The basic regulations of the teachers' college were developed. However, the cabinet of Ala Al-Saltanah declined, and Hakim al-Mulk failed in performing this great service until it was the turn of Nasir al-Dawla Bader to become the minister of education. After the approval of the basic regulations of the normal school by the council of education, he opened this prestigious cultural center on the first of Safar ۱۳۳۷۱۳۰۸ AH, equal to ۱۲ Ābān ۱۲۹۷ (Yaghmāei, ۱۹۹۶, p. ۱۳۴). It was from this date that in the country's education, the trained teachers taught in the classroom.

The first teacher training center in Iran had two branches, elementary and higher. The course of study at the elementary level was three years, and the condition for entering it was to have a sixth primary school certificate. The central normal school was a public and free academy

under the supervision of the ministry of education, which trained teacher for primary education and a certain level of secondary education, and thus consisted of two parts.

One was the elementary branch, and the other was the higher branch. The duration of study in the higher branch had been complex for four years. On Esfand ۱۹, ۱۳۱۲, the law establishing elementary schools was approved. In this law, the government was obliged to establish ۲۰ elementary training college and one female's higher training college in Tehran, and complete the males' higher training college for five years from Farvardin ۱, ۱۳۱۳.

The establishment of the "higher normal school" was announced in ۱۳۰۸ AH. The duration of study at this center had been complex for three years. In addition to these centers, to provide human resource in the science, technology, and educational sciences, the law of "sending students abroad" was approved in ۱۳۰۷. According to this law, ۳۰% of the students who were sent abroad must have studied teaching (Safi, ۲۰۱۹, pp. ۱۱-۱۳). With the establishment of female and males' normal schools, and teachers' elementary training colleges, teacher training centers began to work in various forms and provided the teachers needed for the new training centers.

Regarding the history of teacher training in Hormozgān province, it should be said that in ۱۳۲۳, the head of the Department of Culture, Mahmoud Pezeshki, established a teaching aid class to provide the required teachers in the cities and villages. According to the Ministry of Culture's decree, to implement the single article approved on Mehr ۹, ۱۳۲۳, with the implementation of the law on compulsory education, a telegram was issued to the cultural departments of different cities, including Bandar Abbās. The mentioned class was attached to Jāvid primary school with ۹ students in the sixth grade. It was taught by teachers such as Mahmoud Pezeshki, Yadollāh Nakhaei, Rezā Saeed Ādeli, and Mr. Sharif (Kamālizāde, ۲۰۱۸, p. ۲۷۸).

In ۱۳۴۱, according to license No. ۱۰۹۲ dated ۱۳۴۱/۷/۱۷ of the Ministry of Education, a course called one-year teacher training college was held in a particular way to provide and train a number of teachers (Kamālizāde, ۲۰۱۸, p. ۱۹۶). The males' elementary training college was established in Bandar Abbās in ۱۹۶۴. The management of this center has been the responsibility of Mr. Rahim Amiri Zarandi. The training center was managed by the ministry of education and the General Directorate of Education of the Ports and Islands of the Omān Sea. Then, gradually, the rural colleges, teacher training centers, three- and four-year training colleges, and the complex of the Great Prophet, and finally, in the ۹۰'s, Farhangiān University was established in the province to deal with the serious matter of teacher training in this province.

One of the problems of the teacher education system is the lack of proper research on the reasons behind the success and failure of the teacher education system in its historical context in the country. In historical studies related to Hormozgān province, sometimes due to the necessity when talking about literary and cultural figures in the region, the domain of their activity has been pointed out or the new schools have been mentioned, However, it could be said that so far no independent and detailed research on the teacher education has been conducted in this province.

In fact, despite the brief references seen in the books of researchers in the field of education to teacher training methods in the country, no comprehensive study has been conducted on all of the elements and components of teacher education. The following are some of the studies done in the domain of teacher education which have focused on a limited and specific topic.

In a study aimed at explaining the native review of Farhangīān University curriculum based on the lived experiences of professors, Yārmohammadijān et al. (۱۳۹۰) extracted ۳۷۹ conceptual codes which reflected the experiences of professors in identifying the stages of developing a native model of reviewing Farhangian University's curriculum. Upon introducing the native review of Farhangīān University's curriculum, three main components, and seven sub-components were classified.

The findings of Khoroshi et al. (۱۳۹۶) showed that the problems of the internship course could be classified into two dimensions: "curriculum" and "its implementation." According to the results of this study, the most problem in the curriculum dimension was in the component of internship curriculum goals: idealistic view and personal goal complexing. In the content component, the most problem was related to not passing the prerequisite courses by student. In the component of teaching-learning strategies, the most problem was related to the lack of familiarity of some internship teachers with the method of qualitative research; And in the evaluation component, there was a lack of necessary coordination in the evaluation method.

In a study on "examining the current status of the intended curriculum of primary education from the perspective of technological knowledge", Khosravi et al. (۱۳۹۰) showed that in terms of teaching knowledges, the current curriculum has been designed based on the old model of Schulman. Because the issues related to the technological knowledge has been stated as part of the adequacy of pedagogical content, no attention has been paid to the technological knowledge as one type of the competence in the form of theoretical and practical units and as digital-analog. Besides, the integration of technology with content and pedagogy and integration of these three have not been considered. Therefore, the capacity of the curriculum to teach the technological knowledge has not been used well and it is incomplete according to the TPACK model.

In a study on "content analysis of the curriculum of the continuing Undergraduate course in primary education at Farhangīān University, in terms of attention to the professionalism components", Āghāhosejini et al. (۱۳۹۰) showed that in the curriculum of the primary education course; the areas of planning and preparation, classroom environment, education, and professional responsibilities are not considered in a balanced way. Also, the components of creating an environment with respect and support, accurate record keeping, knowledge of resource usage, applying the questioning and discussion techniques have not been considered.

In a study on "evaluating the charismatic characteristics of professors and their role in the experienced curriculum of Farhangīān University's students", Amini et al. (۱۳۹۰) showed that the professors under study had behavioral characteristics and scientific and professional abilities, however, they had no a sense of humor and the necessary teaching skills. So, they could not influence the students in this regard. The results of multiple regression analysis showed that the charisma of Farhangīān University professors has a significant role in

explaining the curriculum experienced by students in all three cognitive, emotional, and skill dimensions. Finally, the results showed that the professors with charismatic characteristics could help to improve the experienced curriculum in all dimensions and, consequently, they could help to the students' further growth and development.

In a study on “lived experience of Farhangīān University’s student-teachers’ of the new internship program of teacher education in Iran”, Safarnavāde et al. (۱۳۹۶) stated that the new internship program has been effective and has been able to gain student-teachers’ satisfaction, increase their competence, and it could help to shape their teaching identity. Despite this fact, the implementation of the internship program faces issues such as poor training of executors, which can be enhanced.

The results of the theoretical study of Attārān et al. (۱۳۹۶) on “designing and validating the model of teacher education curriculum review in Iran” showed that this model could be discussed in four aspects of identity (following the knowledge of planning, accepting the principle of change, implementing education and the importance of hierarchy) and in three levels of decision making: mega, macro, and micro. According to the proposed model of the present study, the seven steps of reviewing the Iranian teacher education curriculum are: determining the current situation, rethinking the existing policies and determining the standards of the Iranian teacher education curriculum, stating to review, the feasibility of implementing the reviewed curriculum, approving, distributing the reviewed curriculum and monitoring its quality and updating it.

In an article on “explaining the components of teacher education curriculum based on situational cognition theory”, Talkhābi et al. (۱۳۹۶) stated that the prescriptive model of teacher education curriculum can be presented in the form of teaching and learning strategies. The findings of the present study have been categorized under the components of purpose, teaching-learning opportunities, learning strategies, and evaluation. In the objectives section, four objectives were mentioned: transfer of practical and solid knowledge to learners, the social construction of meaning, training of professional, efficient, and productive teachers, and shaping the professional identity of learners. Learning Opportunities deals with performing original activities, discourse, narration, developing scenarios, designing and visualizing one's professional perception. Learning opportunities at the heart of both cognitive internship learning strategies and communities of practice make it possible to achieve the desired goals. Finally, a valid and authentic evaluation was proposed to evaluate the designed curriculum.

Findings of the study of Khoroshi et al. (۱۳۹۸) on “explaining the methods of evaluating the expected competencies of student-teachers in the curriculum of competent-based teacher education” showed that the conceptual model of evaluating the competencies expected of student-teachers in the curriculum of the teacher and the curriculum has been organized in three themes and ۶ components. Accordingly, the need to develop an appropriate curriculum to train qualified teachers and create an efficient educational system along with appropriate methods of evaluating teachers' competencies was pointed out.

In a study on “analysis of the situation of Farhangīān University in terms of lived experiences of students and teachers”, Salimi et al. (۱۳۹۶) conducted mixed research, especially in the field

of curriculum and topics. Based on the results obtained in the qualitative section, the vulnerability of Farhangīān University from the perspective of student-teachers has been included in seven descriptive categories: educational status, research function, human resource potentials, space and equipment domains, financial and administrative domains, curriculum and topics, and input, process, and output mechanisms.

In a study on “analysis of lived experiences on internship at Farhangian University”, Zare’ Sefat (۲۰۱۷) showed that internship curriculum issues fall into a network of categories. In the internship section, there are four categories: cognitive, attitudinal, organizational, and interactional. In the teacher guidance section, there are three categories: organizational, attitudinal, and interaction; In the internship section, there are five categories: cognitive, emotional, attitudinal, behavioral, interactional, and the other issues category have been developed.

In a study on “designing a model for primary school teacher education curriculum, in line with the document of fundamental change in the education system”, Mahdavi Hezāveh et al. (۲۰۱۷) introduced five principles: the principle of wise freedom, gradual excellence, certification and authority of educators, acquisition of competencies, and confrontation and experience. Finally, the components of the primary school teacher education curriculum including the main purpose, goals, content, method, the role of the professor, evaluation, atmosphere, time, place, and promotion and review of the program were determined.

In conclusion, a review of the research background related to teacher education shows that despite studies that has taken place on the development and evaluation of the internship curriculum, the evolutional direction of the curriculum, components of the desired curriculum, evaluation methods, and the evaluation system of curriculum; However, there is still a research gap on the rise and fall of the educational system of this teacher-building and culture-creating institution.

Therefore, the main purpose of this study is to investigate and analyze the trend of the rise and fall of the teacher education system in the historical context and to answer the following questions:

- ۱- What are the reasons behind the success of the teacher education system in the historical context?
- ۲- What are the reasons behind the decline of the teacher education system in the historical context?

Research methodology

This research has been done in the form of a qualitative paradigm with the phenomenology design because the components are not known in advance, and the researcher himself extracts the components (Maykut & Morehouse, ۱۹۹۴). The demographic characteristics of the research sample were reported in Table ۱. The researcher has used the principle of sampling with maximum diversity and observing the principle of saturation. The data analysis approach was descriptive-interpretive which requires some interpretation and prior to that, the selection of information.

Demographic characteristics of the sample group

Variable	Number	Percentage
Gender		
Male	۱۰	۶۶,۶
Female	۵	۳۳,۳
Education		
Bachelor	۱۰	۶۶,۶
Master	۴	۳۶,۶
PhD	۱	۶,۶
Age		
Under ۵۰ years	۱	۶,۶
Above ۵۰	۱۴	۹۳,۳

The data collection method in this study was in-depth interview in which data was collected in the natural complexing. In qualitative research, the researcher plays the role of both data collector and narrator of the meaning of the data (Maykut & Morehouse, ۱۹۹۴).

The method of data analysis in this research was the inductive one. In the inductive method, the researcher constructs concepts by continuously comparing the data. In this way, after transcribing the interview data and the data obtained from direct observation, with a glance at the data, the ground for data adaptation and construction of concepts are created. At the same time, key points related to the research topic are extracted through open coding of the interview transcripts and the codes related to each point are specified. In the next step, by putting the key points together and continuously comparing the data, the initial concepts and, at the same time, the initial categories are formed. Then, using the axial coding method, the main categories are identified. In the final stage, the researcher uses the selective coding method to extract the main categories and conceptualization (Maykut & Morehouse, ۱۹۹۴).

In this study, to validate the research, the audit path method has been used. In the audit path method, the researcher records the path taken during the research in the regular and chronological order. To increase the study's validity, the interview questions and the components of the analysis and review of the interviews were summarized after applying the opinions of five experts and elites in the field of teacher education, and the necessary revisions were made using the Delphi method. To compute the reliability and to validate the findings and results of the study, the interrater agreement coefficient was calculated for the obtained components. Also, the research results were presented to the research participants

(interviewees) and through asking about the accuracy of the findings, their credibility was obtained.

Research Findings

In response to the first research question on the reasons behind the success of the teacher education system in the historical context, the following data were obtained by analyzing the interview transcripts after three coding stages. In this regard, first, the core codes were inferred and extracted based on the open codes extracted from the interview transcripts which has been reported in Table ۲.

Open codes extracted from the interview transcripts

code	Open codes extracted from the interview transcripts	core code
I ^۱ N ^۳ ۱	-There has been a special emphasis on pragmatism in various domains.	Emphasis on pragmatism
I ^۱ N ^۳ ۱	-The teaching process in teacher education has had practical and experimental nature..	
I ^۱ ۲N ^۳	-There has been a combination of experience and theoretical training.	
	- All educational and administrative staff worked with compassion and commitment.	Work and study commitment
I ^۱ N ^۳ ۲	-There was a high commitment to work and education.	
I ^۱ °N ^۳ ۱	-Learning was important for professors and students.	
I ^۱ ^N ^۳ ۲	-Relationships have been based on commitment and compassion.	Work and study motivation
I ^۱ ^N ^۳ ۳	-Instructors gave all their resources to the student.	
I ^۱ °N ^۳ ۲	-The managers were compassionate and committed people.	
	-There was seriousness in the work.	Work and study motivation
I ^۱ N ^۳ ۳	-High work and study motivation	
I ^۱ N ^۳ ۳	-Creating need and motivation by teacher training centers	
I ^۱ N ^۳ ۲	-There was an internal interest and desire in the teaching volunteers	Work and study motivation
I ^۱ ^N ^۳ ۳	-Creating interest in student-teachers	
I ^۱ °N ^۳ ۱	-Interest in staff and students	

	-the existence of interest in students	
	-Administrative and educational staff were models for students.	
۱۳N۱		
۱۳N۳	-Professors were models for students.	Modelling the educational and administrative staff
۱۰N۲	-Emphasis on training real role models for society.	
۱۸N۴	-Modelling the teachers and all staff for students	
۱۳N۲	-The priority of the concept of education over mere teaching	Orientation to quality in education
۱۴N۲	-Being qualitative in education	
۱۳N۳	-Managers' emphasis has been on quality instead of quantity.	
۱۹N۳	-Emphasis on making students literate	Prioritizing quality over quantity
۱۰N۱	-Emphasis on efficient teacher education	
۱۰N۲	-Emphasis on making student-teachers analyst	
	-There have been good human relationships between faculty, staff, and students.	
۱۳N۱		
۱۳N۲	-The emphasis has been on maintaining the mutual respect.	Positive human relationships
۱۴N۴	-There have been informal, intimate relationships.	
۱۰N۰		
	-Existence of a sincere atmosphere and the working with pleasure	
	Careful student selection	
۱۳N۲		
۱۳N۳	Selection of the best students and professors should be considered.	
۱۳N۰	-The system of an accurate selection of teacher and student	
۱۳N۶		Careful selection of professors and students
۱۴N۰	-Emphasis on various aspects of students in the selection process	
۱۴N۶	-The method of appointing an instructor should be strict	
۱۰N۶		
۱۰N۷	-Good teachers should be selected.	
	-Elimination of inefficient instructors	

I٤N١	-Strong monitoring of the collection	
I٦N٤	-Special attention to educational and disciplinary issues	Strong monitoring system
I٧N٥	-Close monitoring	
I٩N٤	-Close monitoring of works	
I١٥N١	Accurate implementation of announced programs by teacher training centers	Adherence to the program system
I٦N٥	-Increasing the number of courses related to human relations,	Increasing the number of courses related to human relations'
I١٤N٣	-Increasing the lessons related to human relations.	education
I٦N٦	-Updated their related professors.	
I١٥N٢	-Managers were literate people.	Being up-to-date professors
I١٥N٨	-Using the best and most experienced professors	
I٧N١	-The internship program has been central in all courses.	Emphasis on practical teaching in internship course
I١٢N٢	-Emphasis on the accurate implementation of the internship curriculum	
I١٢N٣	-Accurate implementation of the internship program	
I١٢N٤	-Accurate planning of the class syllabus during the week with appropriate distribution	Careful classroom planning
I١٣N٤	-Program-based training	
I٩N٢	-Utilizing specialized staff in curriculum development	Existence of specialized staff in curriculum development
I١٠N٢	-Legalism and neutrality	Law-basedness
I١٠N٣	There should be a specific discipline and - work schedule	working discipline
I١١N١	Everyone was working as a jihadist.	
I١٥N٩	-Despite the lack of facilities, no protest was heard and everyone was working hard.	Working jihadistic
I١١N٤	-The managers were fair and honest people.	Ethical-based

۱۱۱۰	-Accompanying all University staff in training student-teachers	Unity and empathy in management
۱۱۳۶	-Empathy of the whole structure in the direction of goals	
۱۱۲۱	-Islamic and revolutionary values have been considered.	Emphasis on national values
۱۱۲۰	-Interactions between management, staff, and students	
۱۱۲۷	-Management with interaction	
۱۱۳۸	-The teacher training council was active.	Interaction of factors involved in teacher education
۱۱۴۷	-Utilizing the institutions present at the regional level in management	
۱۱۰۱	Group decisions were made.	
۱۱۲۸	-Paying attention to educational, cultural, and welfare issues of teacher education simultaneously	Simultaneous attention to different dimensions of student-teacher training
۱۱۳۱	-Comprehensive teacher training	
۱۱۳۹	-Paying attention to the multiple dimensions of learners	
۱۱۳۱	-Pursuing and demanding in all fields	Pursuing and demanding
۱۱۳۱	-Existence of informal education system in non-school hours	Existence of a boarding school system
۱۱۴۸	- Boarding education for students	
۱۱۴۹	-Holding various competitions and awards	Appreciation of teacher training activists
۱۱۴۱	Provincial teacher training officials were given the necessary authority.	Giving the necessary authority to the provincial units
۱۱۰۱	Creativity in management	Creativity in work
۱۱۰۲	Existence of free space in teacher training	
۱۱۰۲	-Appreciating the students	
۱۱۰۲	-There was a serious emphasis on Islamic and revolutionary values in teacher training after the revolution's victory.	Emphasis on national values

Table ۲ shows that ۳۰ pivotal codes related to the reasons for the success of the teacher education system in the historical context were obtained.

Then, based on the principle of induction and through identifying the differences and similarities among the pivotal codes obtained in the previous step, the researcher has performed selective coding, which is described in Table ۳.

Selective coding related to the reasons for the success of the teacher education system in the historical context

core codes	Selective codes
Emphasis on pragmatism	
Emphasis on practical teaching in internship course	Pragmatism in the field of teacher training
jihadic working	
Work and study commitment	Responsibility of the teacher training complex
Pursuing and demanding	
Work and study motivation	Motivation of teacher training complex
Appreciation of teacher training activists	
Modelling the educational and administrative staff	Modeling of a complex of teacher training factors
Emphasis on national values	
Positive human relationships	
Ethical-based	Healthy human relations in teacher training
Increasing the number of courses related to human relations' education	
Qualification in student-teacher education	
Prioritizing quality over quantity	
Up-to-date professors	Being qualitative teacher training complex
Creativity in management	
Existence of a boarding school system	
Careful selection of professors and students	Existence of an efficient and effective monitoring system
Existence of a strong selection system	
Careful classroom planning	
Existence of specialized staff for curriculum development	Planning-based teacher training complex

working discipline	
Following the announcement program system	
Law-baseness	Justice-orientation of the teacher training complex
Giving the necessary authority to the provincial units	
Unity and empathy in management	Unitarianism and a holistic view in the teacher training complex
Simultaneous attention to different dimensions of student-teacher training	
Interaction of factors involved in teacher education	Interactive management in the teacher training complex

The data in Table ۳ indicate that there are eleven categories of pragmatism in the field of teacher training, i.e., the responsibility, motivation, being a model of the complex of teacher training factors, healthy human relations, the quality, efficient and effective monitoring system, the planned nature, justice-orientedness, unity, and comprehensive view, and interactive management in the teacher training complex. These are the reasons for the success of the teacher training system in the historical context. The three components are the quality of the teacher training complex, pragmatism in the field of teacher training, and the planned nature of the teacher training complex were the most prominent among them. Other categories are essential in the next degrees of importance.

In response to the second research question, regarding reasons behind the decline of the teacher education system in the historical context, the following data were obtained by analyzing the text of the interviews after three coding steps. In this regard, first, the core codes were inferred and extracted based on the open codes extracted from the text of the interviews, which are shown in Table ۴.

Table ۴. Open codes extracted from the interview transcripts

code	Open codes extracted from the interview transcripts	core code
I۱N۲	There are infrastructure problems	
I۲N۳	-Lack of credits in teacher training	
I۲N۴	-Lack of equipment and structural problems	
I۲N۵	-Existence of equipment and welfare problems	Infrastructure and credit problems
I۳N۶	-No allocation of financial resources	
I۴N۷	-Hardware problems and lack of physical resources	

I ^o N ^o	-Welfare problems are seen.	
I ^r N [\]	Lack of expert professors	Lack of expert human resource
I [\] εN [\]	Lack of efficient administrative staff	
I ^o N [\]	People working in the body of teacher training have always experienced livelihood problems	Existence of livelihood problems
I [\] \N ^ε	-Mostly involved with livelihood problems.	
I ^o N ^v	-Teacher training centers have always been neglected.	Lack of attention to teacher training centers by officials
I ^o N ^ε	-Teacher training in the field of education has been involved in several program problems.	Lack of careful planning
I [\] oN ^v	-Existence of planning problems in different areas	
I ^v N ^r	-Little attention has been paid to recruiting native forces in teacher training centers other than teachers' colleges.	Lack of attention to localism in student recruitment
I [\] \N ^v	-Instead of a capitalist view, there has always been a costly view of teacher training, especially in the last three decades.	A costly view at teacher training
I [\] rN ^r	-Quantity has replaced quality in many cases.	Pay attention to quantity instead of quality
I ^v N ^v	-Teacher training centers have been considered a place of employment and not the training of educators for the community.	Transforming the teacher training into employment foundation
I [\] ^N [\]	-The Central Teacher Training Organization has given little authority to the provincial units.	Intense centralism in the field of central organization
I [\] oN [\]	-Research resources and facilities in the university are limited	Weakness in library and research resources
I [\] \N ^r	Marginalization and lack of focus on basic tasks	Lack of sufficient focus on the

		principle of teacher training
۱۰۲۸	There is no necessary support in solving the problems of teacher training.	Lack of cooperation of provincial officials in advancing the goals of teacher training

As shown in Table ۴, ۱۴ core codes related to the reasons for the decline of the teacher training system in the historical context were enumerated.

Then, based on the induction and identifying the differences and similarities between the core codes obtained in the previous step, the researcher has performed selective coding, which is described in Table ۵.

Selective coding related to the reasons for the decline of the teacher training system in the historical context

Core codes	Selective codes
Lack of specialized human resource	
Lack of careful planning	
Weakness in library and research resources	Lack of specialization in teacher training
Lack of sufficient focus on the teacher training	
Infrastructure and credit problems	Financial weakness in the teacher training complex
Existence of livelihood problems	
Lack of attention to teacher training centers by officials	
Lack of attention to localism in student recruitment	Lack of attention to teacher training complex
Lack of cooperation of provincial officials in advancing the goals of teacher training	
A costly view at teacher training	
Transforming the teacher training into employment foundation	Weak attitude towards the teacher training complex
Pay attention to quantity instead of quality	Lack of quality-orientation

The data in Table 9 indicate that the six key categories, i.e., lack of specialization in the teacher education, financial weakness, inattention, attitudinal weakness, lack of quality, and centralization in the teacher education complexing, are the reasons for the decline of the teacher education system in the historical context. Among these, the components of the non-specialization in teacher training and inattention to the teacher training complex were of the most prominence, and the other components were of the next priorities.

Discussion and conclusion

In this study, we followed two basic questions in general. In response to the first question about the reasons behind the success of the teacher education system in the historical context, eleven categories of pragmatism in the field of teacher education, i.e., responsibility, motivation, being a model of the complex of teacher training factors, healthy human relations, quality, efficient and effective monitoring system, Justice-orientedness, unity, and a comprehensive view and the interactive management in the teacher training complex were enumerated.

Explaining the findings of the first question, it can be said that throughout the history of teacher training, wherever those involved in the field based on jihadist spirit have focused on implementing laws and instructions and implementing theoretical areas, especially in the field of teaching methods in the field, the situation of teacher training is favorable and growing.

In particular, the emphasis on the internship program has always been effective. One of the most effective factors in the field of higher education, especially teacher training, has been the commitment and responsibility of officials especially professors, so that wherever it has been done with compassion and internal and professional commitment and with a spirit of persistent and demanding pursuit and seriousness, the educational achievements has also increased. Having a job and education motivation is always a condition for moving things forward.

According to the findings of this research, in cases where the necessary motivation of people involved in teacher training, from administrative staff to student-teachers, has been considered, and their inner interests and desires have been valued, it has been useful. Especially in cases where appreciation has been done in different ways, both material and spiritual, and staff and students have been considered in various ways, the work efficiency has improved significantly.

The results of this study show that if we are looking to advance the lofty goals and achieve significant success in teacher training, we should be aware that every active member in the field of teacher training, from principals and teachers to even doormen guards and dormitory supervisors, are as a role model and standard behavior. Everyone must act with great care because it affects the fate of being a teacher of the student-teachers.

The preservation of national values, especially Islamic and revolutionary values, and the identification of the components of Iranian Islamic identity in the behavior of all activists at Farhangīān University should be considered as a behavioral principle. According to the research results, having healthy and dynamic human relations and ethics is the condition for the success of the teacher training system because the main issue in any collective or organizational work is the creation and maintenance of dynamic and harmonious human

relations. Therefore, the concern of employees in teacher training should be how to coordinate staff and students so that by forming a network within the organization with a common goal, the teacher training complex will succeed. It should be noted that establishing strong human and informal relationships among the employees and their participation in the organization's affairs and paying attention to their human dignity is the basis of the organization's progress.

For the success of the teacher training organization, apart from doing normal and daily affairs, being creative and appreciating the quality of affairs, and appointing qualified teachers, and selecting students with the necessary qualifications for the teaching profession, must be seriously considered. Every organization, including Farhangīān University, needs a precise supervisory structure to measure the achievement of the desired goals and identify and resolve possible issues. In this regard, the research results show that wherever teacher training has been careful in selecting professors and students, considerable successes have been achieved by the teacher training complex.

According to the research findings having a proper educational program and perspective for teacher training on the one hand, and observing equality in all affairs, on the other hand, has always coincided with the realization of the goals of the teacher training complex. The existence of the spirit of empathy and sincere cooperation in teacher training, which is a humanizing institution, has been a condition for the success of teacher training throughout its history, which is necessary to be considered more than ever, especially in the current period when we regularly see various atrocities against Farhangīān University. Finally, according to the present study's findings, since educational organizations are regarded as open organizations, the existence of an interactive management component, both at the university level and about institutions related to teacher training, is one of the reasons for the peak of teacher training.

In response to the second question about the reasons behind the decline of the teacher education system in the historical context, six categories were identified: lack of specialization in teacher education, financial weakness in the teacher training complex, lack of attention to the teacher training complex, weak attitude towards the teacher training complex, lack of quality and centralism. Explaining the findings of the second question, it can be said that wherever in the history of teacher training, the important issue of specialization has been neglected, and affairs have been managed by people who did not have the necessary and sufficient knowledge, skills, and attitudes, the inevitable fate of teacher training was failing. Examples include a shortage of skilled human resources, a lack of careful planning, a lack of library and research resources, and finally, a lack of focus on the principle of teacher training and over-dealing with marginal issues.

According to the findings, financial weakness in various fields has always been effective in weakening the performance of the teacher training complex and has blocked the realization of the desired goals. This is related to the teacher training organization's infrastructure and the staff's economic problems. The lack of attention to the teacher training centers by national and provincial officials, which is seen in cases even in providing minimal issues such as the physical education space of student-teachers, especially in the last decade, the lack of attention to localism in attracting students, and the lack of cooperation of provincial officials in advancing the goals of teacher training is another reason for the decline of the teacher training complex. Although the teacher training institution is a humanizing institution and is considered

as the cultural support and powerful human resources of the society, this study shows that the costly view of teacher training as a consumer institution and transforming it into an employment foundation by the policymakers and politicians are very harmful and dangerous attitude towards the holy institution of teacher training and Farhangīān University. These are fundamentally opposite of the institution's fundamental philosophy, and it has led to the failure of this group to achieve its goals, especially in the last three decades. Quantity orientation and centralism in various fields are also identified as other reasons for the decline of the teacher training complex in this study.

Regarding the matching and documenting of the results of this research with the previous researches, it can be said that the results of this research are in line with the findings of Yārmohammadiān et al. (۲۰۲۰), Attārān et al. (۲۰۱۹), Khosravi (۲۰۲۰), Talkhābi et al. (۲۰۱۹), and Mahdavi Hezāveh et al. (۲۰۱۷). They all emphasized the need to revise and rewrite the curriculum based on scientific findings and new models in the field of curriculum planning. Also, the results of this research are in line with the results of Khoroshi et al. (۲۰۱۵), Āghāhosseini et al. (۲۰۲۰), Amini et al. (۲۰۲۰), Safarnavādeh et al. (۲۰۱۹), Salimi et al. (۲۰۱۸), and Zāre Sefat (۲۰۱۷) who respectively emphasized on the problems in the executive field, the challenges in the field of planning, the existence of problems in the field of education and teaching skills, enumerating the damages of the curriculum from the students' point of view, and explaining the practical and content issues and attitudes of the program. Following the findings of the first question, it is suggested that the officials in the field of teacher training focus on implementing laws and instructions with jihadi work, and the internship program be always emphasized. Officials, in particular, should act with compassion, inner and professional commitment, and with a spirit of persistent, demanding, and serious pursuit.

In teacher training, extrinsic motivation for staff, faculty, and students should be considered, and their inner interests and desires should be valued. Each active member in the field of teacher training should act as a role model. The preservation of national values, especially Islamic and revolutionary values, and the identification of the components of Iranian Islamic identity in the behavior of all activists at Farhangīān University should be considered a behavioral principle. Having healthy and dynamic human relations and ethics by employees and students, establishing strong informal relationships among employees and their participation in the organization's affairs, and paying attention to their respect and human dignity should be considered as criteria. Creativity and appreciation of the quality of affairs, on the one hand, and the appointment of qualified teachers and the selection of students with the necessary qualifications of the teaching profession should be considered. The teacher training complex should be careful in selecting professors and students. Having a proper educational program and perspective for teacher training on the one hand and observing equality in all matters, on the other hand, should be considered. The existence of a spirit of empathy and sincere cooperation in teacher training should be considered more than ever. The component of interactive management should be taken into account, both at the university level and concerning institutions related to teacher training.

Regarding the second question, it is suggested that serious attention be paid to the specialization at the level of the teacher training institution in various fields of administration, education, culture, etc. The affairs should be managed by those who have the necessary and sufficient knowledge, skills, and attitudes. In this regard, specialized human resources should be provided for the university; careful educational and administrative planning should be done; library and

research resources should be updated and standardized; adequate focus on the principle of teacher training and the elimination of marginal issues should be on the agenda. The financial weakness in various areas should be eliminated. The infrastructure of the teacher training organization and the economic problems of the employees of this complex should be solved. Necessary attention should be paid to teacher training centers by national and provincial officials. Pay attention to localism in attracting student teachers and increase the cooperation of provincial officials in advancing the goals of teacher training. The costly view of teacher training as a consumer institution and the transformation of teacher training into an employment foundation by policymakers and government officials should be eliminated and replaced by a capitalist view of shaping the educational and cultural structure. Quantity orientation and centralism in various fields should be put aside, and emphasis should be placed on quality and the distribution of powers at the level of the country's campuses.

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